

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1950

Girard College. December 31, 1950

Board of Directors of City Trusts.

Gentlemen:

The year 1950 was marked by the celebration of the two hundredth anniversary of Stephen Girard's birth and by ceremonies attended by distinguished guests, including two members of President Truman's Cabinet, during which wide recognition was accorded the Founder as a citizen of outstanding importance in American history. A record of the events attending this bi-centennial celebration will be separately published.

At this year's end it is regrettable to note the inroads made on the work of the College by inflation, which forces the professional staff of the College to do its utmost not to sacrifice much progress that has been made.

THE STAFF AND STUDENTS

The year under review is the first complete year of operation within the reorganization of staff, schedule, and program effected in September, 1949. Without hesitation it can be said that the new program and the methods of implementing it have been successful and that we are on the road of progress unless the unfortunate effects of inflation cripple us completely.

The Vice-President shares with the President a general College-wide interest but gives special attention to definite areas of assigned responsibility and particularly to the welfare of all the boys in both their class and out-of-school activities. Cooperating with the directors and associate directors of secondary and elementary education, he coordinates the work of the members of what used to be called the school and household departments.

now joined in one faculty, a professional group of men and women of "tried skill", to use Stephen Girard's phrase, who work for the complete rounded development of the Girard boy.

The difficulty of getting well-qualified persons for educational work was emphasized by the resignations of a few of our staff who took attractive positions elsewhere. Dr. Harry C. Banks, Jr., Director of Vocal Music, and Miss Hazel Erchinger, Librarian, were absent on leave part of the year because of illness. Miss Loretta McCormick, who teaches art in the Elementary Schools, has had a sabbatical leave of a half year beginning in September, 1950, to travel and study in France, Spain, Italy, and the British Isles. Beginning last September, two teachers in the Elementary Schools, Miss Genevieve McCain and Miss Ruth F. Epler, have been in foreign service in the schools supported by the United States Army in Japan. This should be a broadening experience for them. There has been an exchange with the Kamehameha Schools in Honolulu, Hawaii, of a member of our faculty, Mrs. Genevieve M. Garretson, Teacher in the Elementary Schools, for Miss St. Claire Anderson, a native of Charleston, South Carolina, who teaches at the Kamehameha Schools.

The first military leave of this mobilization period was granted to Mr. Jerre E. Gratz, Teacher of Shorthand, who was recalled to active duty by the United States Marine Corps. We shall miss him, for he fitted well into our reorganization plans. As a resident teacher he carried on some work in the dormitories and in extracurricular activities and assisted in the work of the Battalion. This fall he had already entered with enthusiasm into the work of the Student Store before he received orders recalling him to active duty.

Mr. Harold Broadbent, the Girard barber for twenty-six years, and a man beloved by countless hundreds of Girardians, passed away early this year. He was a natural guidance counselor and a good influence on many boys. The presence of such a person on the campus reminds one that a boarding school is a community that cannot be compared in its influences with any other type of institution. Four retired teachers whom some Girardians will remember passed away during the year: Miss Katharine L. Morgan, Miss Mary E. Templin, Miss Louise St. C. Wolf, and

Miss Beatrice Butt. Miss Butt had retired only a few months before her death.

By retirement we shall lose next year a number of stalwart Girardians including Mr. John A. Small, Playground Teacher; Miss H. Beryl Ingram, formerly Secretary in the Vice-President's office; Mr. George C. Foust, Teacher of English; Mr. J. S. F. Ruthrauff, Teacher of Foreign Languages; Dr. David A. McIlhatten, Head, Department of Mathematics; Mr. Charles E. Bowman, Head, Department of Business Education; and Mr. Clyde J. Martin, Teacher of Mathematics.

In America and elsewhere in the world, "we put too much faith in system, and too little in men," as Emerson asserts. People are almost everything in a good school. When one sees them doing their work well, one can truly say of them that "in their work is their prayer." Because of their work the educational cold war becomes something less fearful. Dr. Henry W. Simon in a sensible book entitled "Preface to Teaching" refers to the old days "when the best pupil-teacher relationship one might expect was a sort of armed peace. Harry East summarized it pretty well for his classmate Tom Brown: 'What one has always felt about masters is, that it's like a fair trial of skill and last between us and them—like a match at football, or a battle. We're natural enemies in school, that's the fact.' But that was a hundred years ago; and the relationship between pupil and teacher has changed considerably since then. Today the relationship is—or should be—that of co-workers."

The year seems to have been a good one for the boys. At Commencement those who are about to become alumni sing Henry Hanby Hay's *Farewell Song* and its line

"We shall miss the daily round."

Perhaps "the daily round" that offers the largest problem in a boarding school is Saturday with its combination of school, athletics, loafing time and entertainment.

We have been working steadily in the direction of a varied and interesting program on Saturdays. A recent Saturday was by no means typical, but it serves to illustrate the variety of the program, which, in this instance, was somewhat richer than usual. We started with the presentation of the semiannual prizes in the

Chapel, an event which always arouses considerable interest among the boys. The band was also featured in playing several excellent numbers. The remainder of the morning was occupied with battalion drill. In the afternoon there were three athletic events: a basketball game with Lawrenceville School, a swimming meet with Westtown School, and a tennis match with The William Penn Charter School. In addition, of course, the Library was open and, some of the time, the swimming pool and the gymnasium. It was somewhat unusual to have three athletic contests at home. Ordinarily, one of these would have been held at the other school. In many instances, a junior varsity contest will be held at one school and the varsity game at the other school. We estimate that it will take another year and a half or two years to build up a mutually satisfactory home-and-home arrangement with a group of other schools; but, in the meantime, we are making strides in this direction. Mr. Otto, the Director of Athletics, deserves no little credit for his part in this development. During the day there was opportunity for hobby work in some of the houses. Two of the Scout troops were on a hike. In the evening the Philadelphia Conservatory of Music put on the opera "Hansel and Gretel" in the High School Auditorium for the upper school, an event which was well received by the boys.

"The daily round" had some outstanding exceptions, to be sure. Notable was May 20, when we celebrated the 200th anniversary of the birth of Stephen Girard. The Secretary of the Treasury of the United States, Honorable John W. Snyder, made an address and reviewed the Battalion. It was particularly fitting that the head of the Treasury Department be our guest of honor because of the close connection which Stephen Girard had with it, both as a banker and as the patriot who helped finance our War of 1812. A few days later, May 24, we were honored by a visit from another member of President Truman's cabinet, the Secretary of Commerce, Honorable Charles Sawyer, who addressed the students in the Chapel prior to addressing a dinner sponsored by the Philadelphia Chamber of Commerce and other organizations honoring Stephen Girard as a pioneer in American maritime commerce. A record of these and other events held in connection with the bicentennial of Girard's birth will be published.

It is sometimes a little difficult for persons associated with the Board or the staff of the College to realize how deeply a first visit to the Chapel affects a stranger. Shortly after his visit to Girard, Secretary Sawyer made a commencement address in Rhode Island in which he said in part: "One of the first American businessmen to give his money in large amounts to education was Stephen Girard, merchant and banker. This Frenchman settled in Philadelphia just before the American Revolution, and through business genius and hard work became the richest man in the young United States. At his death in 1831, he left the bulk of his fortune—several million dollars—to found a school for orphan boys. . . . A month ago I was privileged to talk to that entire school of 1300 students, and I have rarely had such an inspirational experience in my life. If Stephen Girard could have taken my place on that platform he would have been moved beyond measure at the sight before him. The boys furnished a living monument to the faith of this businessman in the value of education."

The year always brings Girard interesting visitors whom the staff and boys enjoy meeting. In 1950 they included, for example, Dr. Pierre Donzelot, who is Head of the Department of Higher Education in the Ministry of Education of the French Republic, and Dr. Anjilvel V. Matthew of Satara, Bombay State, India. Each of these educators spent several hours at the College. In June there was an interesting visit from a group of fifteen young men and women who are natives of foreign countries, including France, Switzerland, England, China, Indonesia, Pakistan, and India. They were particularly interested in our Library which they had come here for the special purpose of inspecting. Other visitors included Mrs. Tora Bonnier, the wife of a leading Scandinavian publisher, who is writing up her travels; Mr. William G. Saltonstall, Headmaster of the Phillips Exeter Academy in New Hampshire; Dr. Francis Parkman, Executive Secretary of the National Council of Independent Schools; and M. Andre Reiss, a French businessman, publisher of *Sud-Ouest*, and *Adjoint au Maire de Bordeaux*.

At least one of our sixteen-year-old students did some travelling of his own last year. Stephen J. Winnick, now a senior, left

on June 29 for his first visit to New York, from which he sailed the next day for Europe. He won a 42-day Mediterranean voyage aboard the "S.S. Extavia" as a national prize donated by the American Export Lines in the 1950 essay contest. Writing on the general topic, "The American Merchant Marine for World Trade and World Peace," he stressed the vital importance of world trade to prosperity and its dependence on the merchant marine. He called the merchant marine "one of our greatest combatants in the spreading of democracy and peace." This topic is certainly in the tradition of Stephen Girard, and it is interesting that Stephen won the award during the 200th anniversary celebration of Stephen Girard's birth. The presentation was made during the Philadelphia Port Cruise on May 22 sponsored by the Port of Philadelphia Maritime Society. During his trip Stephen saw Genoa, Leghorn, Naples, Venice, Trieste, Fiume, Barcelona, Cadiz and Seville. The boys were quite thrilled with the accounts of his experiences given in the *Girard Magazine* and at school assemblies.

One of the large stations recently carried a television picture story of the Student Center, which is located in Founder's Hall. The store feature of the Student Center was started in the fall of 1949 with a loan from the Alumni Fund under the faculty sponsorship of Mr. Caswell E. MacGregor of the English Department. It has been a successful business venture. It was cited by the television reporter as something that not only meets the needs of Girard boys, but also provides business training of genuine value for its student managers and salesmen.

Before long all of our boys will be engaged in practice air raid alerts, and many of them will be part of a civilian defense organization. Our Committee on Civilian Defense consists of Mr. Robert T. Anderson, Assistant Business Manager, as Chairman, Mr. John Houston, Director of Elementary Education, and Mr. Emil Zarella, Associate Director of Secondary Education. This committee is the central, or steering, committee in building up an organization similar to the one that we had during World War II under the able chairmanship of Mr. Anderson. We have in storage the civilian defense supplies from the war period, and our campus-wide signal system, which was installed early in the

war period, will soon be again in order. The problem of evacuation in an emergency is being given serious consideration.

The schedule of social affairs, as arranged for various classes and groups, was carried on in much the same way as usual this past year. Our boys seem to profit greatly by the social program and by instruction in the social amenities inaugurated several years ago.

ELEMENTARY EDUCATION

A review of the class size in the first six grades shows that more than two-fifths of the classes have more than twenty-five boys each. Twenty-five is usually regarded as maximum. This in itself is not so unfortunate as the situation in the Junior School Building where, because of a serious error of the architect who planned the size of the classrooms, only two of the eleven rooms should have more than twenty-two boys. The reverse is true, for all but two of the eleven classes exceed the number that the dimensions permit.

The younger boys' Student Council, which is intended to provide practice in the skills of maintaining a democracy, continues to function well. Art work in the classrooms is both creative and excellent. Academically speaking, the cumulative emphasis on oral language and the maintenance of good achievement in subject matter tests are cheering.

The year 1950 brought to the Elementary Library-Laboratory an extension of services and materials. While maintaining a good working collection of books for the classes, other media were introduced and their uses widened. Late in the spring a tape recorder was purchased. The teachers have been making good use of it this fall in the teaching of reading and in improving speech. The demand for pictures and pamphlets increases. New and interesting additions have been made to these files. The collection of filmstrips is being enlarged and the teachers are making greater use of them. In 1946, ninety-four filmstrips were used; in 1950 one hundred and ninety-nine. Four hundred and fifty-one films were shown in the elementary school this year. Most of these were rented or borrowed from outside sources. The pic-

tures are not shown indiscriminately but only to those groups that are ready for the material. At the present time the Junior School boys come to Middle School for the showing of sound films. The teachers generally make good use of the materials available in the library. This year we have succeeded in having all existing phonograph equipment put into good repair. The constant use of the Library-Laboratory demands many replacements and the addition of the new materials each year. The book collection is in a constant state of revision as old titles lose their usefulness and new ones appear that fill needs more adequately. The same is true of films, filmstrips, records, pamphlets, pictures, and the other materials.

The program of housekeeping duties and other activities for boys in Lafayette Hall has been improved. The quiet of an evening is not only a time when the boy may settle down with a good book, but it is also a time when he may receive help in school work from his own housemaster and talk over the problems which the College community life presents. Study should be given to making Lafayette a more homelike place, even though some of us may feel satisfied because its appearance is so much better than it was some years ago. Our favorable experience with Junior Housemasters in both the lower and the upper schools would suggest that they be given wider assignments, especially when they possess special talents in athletics, library work, music, arts and crafts, or dramatics.

SECONDARY EDUCATION

A complete coordination of school and household is not yet fact, but we are steadily and constantly approaching it. Systems steeped in traditional procedures cannot be changed overnight, but our progress is gratifying. An increasing number of housemasters have assumed roles as teachers. No fewer than twelve of the seventeen upper halls housemasters are serving now or have served in the past as part-time teachers.

Few changes have been made this year in the daily schedule. Junior High pupils now meet in the high school auditorium at 11:45 on Monday, Thursday, and Friday mornings, instead of

with the older boys at 8:30. This enables them to participate in these assemblies and each class in turn takes the responsibility for conducting the programs. All secondary school pupils meet together on Tuesday afternoon, and the entire student body on Wednesday, Saturday, and Sunday in the Chapel.

The customary program of guidance for boys in each grade is being continued. Better coordination of the program is to be expected, reports the Director of Secondary Education, through the change incorporating the work of the Department of Student Personnel with that of the Office of Admissions and Student Relations. Three major committees have been formed for educational, vocational, and personal guidance. Included in these are all persons who have been conducting the program, as well as additional members. Innovations in counseling and guidance will supplant many supervisory techniques which have become passé and in a number of instances ineffective. We are constantly in pursuit of effective motivational techniques, for here lies the key to more constructive, beneficial, and enduring development and accomplishment. Even within the framework of our present organization and the student-staff ratio, more can be done to motivate students to greater achievements.

We insist, of course, upon high academic standards and those who cannot or will not satisfy them may not represent Girard in any activity. Recently a combined student-faculty committee, headed by Dr. Haskell, made a study of the school's eligibility practices. It compared them with the rules of other schools and, after several months' work, proposed a code for Girard. No unusual departure from existing formal or informal practices in determining scholastic or disciplinary ineligibility was suggested. However, the committee recommended the application of eligibility rules to all types of activity in which a student represents the College: social, journalistic, dramatic, musical, military and athletic.

It is gratifying to record the progress in leisure-time activities. There was a stimulating increase in the number of active club groups this year. New clubs on the scene are a Photography Club, an Art Club, and a French Club. The senior housemasters point with pride to an increase in hobby activities in all the halls,

ough the Senior Housemaster of Mariner Hall comments in a bering vein, "We feel the need very much of more activities, it manpower and facilities preclude that at present. Television holds the greatest interest; radios, games, and cards are quite lequate for those not interested in T.V." The problem of establishing a fully satisfying program on Saturday afternoon still mains, but some progress has been made in this direction.

The head of the English Department states that real progress is been made in getting boys to improve their speech habits. e reports great activity in the outside reading program, with an average of about five books per boy in the first ten weeks of the ll term. The head of the Department of Mathematics feels at it would work more effectively if boys could be grouped in cordance with mathematical ability and if all classes could eet five times per week. He asks that geometry in some form : given to students in the upper two-thirds of the class and that alified seniors be given the opportunity to take both solid ometry and trigonometry as well as advanced algebra. Another mment from a department head that might be recorded here the statement of the head of the Department of Science that e caliber of work and the seriousness of purpose of students ave improved during the past year and that the remedial periods have been of great value. Notes on the work of the vocation and other non-academic departments appear in the next /o sections of this report.

As we review the first complete year under our reorganization the comment of one Senior Housemaster is pertinent, "The hool-day setup has been quite favorably received from the ginning, and as time moves on it appears to have increasing vantages in every way. School hours and rosters are less frequently interrupted than formerly; play time and recreation periods are more sustained and the average boy has a longer period during which he can carry out his athletic plans, hobby tivity, reading schedule, or extra study requirements; the last entioned item being practiced by a surprising number of the der boys. Furthermore, the remedial periods are much more fective under the present program by which the teacher can t the boy with no interference and at a definite time for a

definite period of time and for a definite purpose." Another Senior Housemaster believes that the "boys have more freedom, more fun, more time to get their lessons, and more opportunity for self-development, and they are enjoying themselves here, are developing a more appreciative and loyal attitude towards Girard, and are performing their small, routine obligations with a smoothness and cheerfulness which leaves little to be desired." He adds: "In the realm of study, much still needs to be done to create a general pride in high scholastic achievement; much needs to be done to destroy the mental laziness and the smug self-satisfaction of the boys who know better but who persist in errors. We know the administration is meeting this challenge by increased insistence on academic proficiency and by its establishment of remedial classes."

VOCATIONAL AND NON-ACADEMIC DEPARTMENTS

The head of the Department of Mechanical Instruction states that shortages in materials are already serious. He also comments on the distinct advantage to the Print Shop of the new Baum Folder, with production up and spoilage down. This addition to the Print Shop replaced an outmoded folder that handled only small sheets and caused a great amount of spoilage because of its worn-out condition. He again calls attention to the serious loss to boys in not having any instruction in blue-print reading, a deficiency that can be remedied by a rearrangement of staff. Mr. Hatcher feels that world conditions may cause an increase in the number of our boys who choose shop training. As in previous years, the shop teachers take part each term in a career forum, during which the advantages and disadvantages of each trade are presented by the teacher in charge as guidance for boys making vocational elections.

While general training in shop procedures and good work habits might be sufficient for shop-trained boys who, in any case, expect considerable on-the-job training and often do not follow up the type of work for which they have had specific training, this is not the case with the boy preparing for office work. In all likelihood, he will receive no further training of a specific type.

The content of courses in business education in secondary schools must represent the content of work expected of young men who plan to enter business through business offices. The types of work thus expected can be determined with a fair degree of accuracy by analyzing the duties performed by those who have recently entered this field.

To ascertain the types of work undertaken by our boys, the difficulties encountered on the job and the need for further study, and to obtain miscellaneous suggestions from young men who have served from one to eight years in office occupations, or have entered college, the Department of Business Education communicated with the business-trained graduates of sixteen classes from January, 1942, to June, 1949, inclusive. A good response (60.5%) was received. Like similar studies previously made in 1925, 1930, and 1937, this recent study has yielded findings that are useful in revising the curriculum in business education. This is an important procedure, both because of the excellent record made in the past by the products of the Department of Business Education and because there have been better opportunities in the past for boys who have taken the business course than for those who have taken a shop course in the Department of Mechanical Instruction. It is this continuous type of survey that brings curriculum progress. Nearly ninety per cent of the business-trained boys were satisfied with the courses they had taken and found employment in jobs for which they were trained. Seventy-four per cent of them had attended some school after leaving Girard, and twenty-three per cent had had four years of college.

The Art Department continues an effective program, though handicapped in part by inadequate classroom space. Instrumental Music, building constructively, has inaugurated an award for outstanding individual merit. It has turned attention to younger boys, supplying them earlier with instruments and providing three bands of increasing levels of proficiency.

One innovation was tried this fall by the Battalion; it proved successful. On Saturday afternoon, October 28, a review was held, to which friends and relatives of the students were invited. Rear Admiral Samuel E. McCarty, U. S. Navy Aviation Supply

Officer, and his staff took the review. Afterward, the Student Center was open for dancing, and an elimination soccer tournament for the championship of the Battalion was held. The Battalion and the Band took part in the customary parades and drills on Founder's Day, Memorial Day, and Flag Day and held the two competitive drills.

ATHLETICS AND RECREATION

Like the head of the Department of Mechanical Instruction, the Director of Athletics feels that in the present mobilization period his work may have an increased usefulness. Mr. Otto says: "It is quite probable that the next few years will see greater emphasis placed upon the development of physical resourcefulness, courage, and ability to carry on vigorously, regardless of immediate environment, but it should not be at the expense of the other qualities which go into the building of character."

Much stress has been placed at Girard College upon the development of muscular coordination as well as upon a larger participation of boys in a greater number of games. The interest in our athletic program, both intramural and interscholastic, has been more intense during the past year than heretofore. We have made some progress in scheduling games with schools which prefer Saturday athletic contests on a home-and-home basis. The complete development of such a program will require four or five years, but we now have at least a reasonable number of schools that are willing to play at Girard on Saturday afternoons. This helps our week-end program as well as theirs. One tremendous drawback, however, is our poor field for soccer and baseball. Whereas one school, for instance, is quite willing to come here for basketball and swimming, it shies at playing baseball and soccer. Many school teams would rather not play here, but they do so because our teams cannot be ignored, and they recognize that if we are to play them they must come here as competitors.

Both the varsity and the junior varsity soccer teams went through undefeated seasons. The varsity team won nine scheduled games and tied one. This outstanding record qualified it to enter the final contest with the Northeast High School for the City and Suburban Championship. The Northeast team in defeating

the strong Lower Merion team in the semifinals by a score of 1-0 made itself eligible for the finals with Girard. This game, closely contested and well played, was the most exciting game of the year with Girard on the short end of the 1-0 score.

The baseball team, after a reasonable practice period, opened with the Hill School and was badly defeated 14-4, ten of Hill School's runs coming in the first two innings. After that it was a tight ball game. The next three games were also lost, but by small scores. From this point on, the team won all remaining games and finished the season with a record of seven victories and four defeats. Our inexperienced varsity swimming team lost eight meets out of nine. The track team won two meets and lost four. Two of the meets were lost by a margin of only five points and one meet by seven points. Outstanding was the breaking of Girard's half-mile record by Captain Joseph McDevitt, a record which was made by Homer Hoffman in 1944, time 2 minutes 4-5/10 seconds. McDevitt's new record was 2 minutes 3 seconds. The fencing team won four and tied one of its eight meets, while the junior varsity fencing team won four of its five meets.

Approximately eighty boys took part in the gymnastic program during the school year. The varsity team took part in eleven dual meets, winning eight, losing two, and tying one. The basketball season was the poorest in many years. The team played ten scheduled games and lost all but one. It is but cold comfort to say that most of these games were lost by one goal.

The amount of activity in the intramural sports program was not only impressive in 1950, it was phenomenal. Much credit is due Messrs. Cunningham and Yottey, who supervised the program for Allen, Bordeaux, and Mariner Halls, and Messrs. Shuster and H. Jones who conducted the program for Merchant and Banker Halls.

It is difficult to measure the amount of athletic participation enjoyed by the boys at Girard College, because there is so much unorganized play and recreation entirely free and unscheduled, but in terms of supervised and organized sports, there were in two dormitories, in Banker and Merchant Halls, for example, 476 basketball games, 83 baseball games, and 281 soccer games. There were also 71 exhibition games over and above those regu-

larly scheduled, including 22 games (5 soccer, 11 basketball, and 6 baseball) with other schools. In a basketball league, composed of boys of Allen, Bordeaux, and Mariner Halls, there were six teams each playing a schedule of twenty games. One hundred and fifteen boys played in these games during the season. An equally active softball league attracted attention in the spring term. There were the usual six soccer teams in Mariner, Bordeaux, and Allen Halls. Each team played fifteen games, not including the tie games, which were played off. It is interesting to note the gradually expanding number of sports both intramurally and interscholastically, in which our boys may gain experience. Wrestling will be added soon.

The summary of the Merchant-Banker intramural sports program made by the Senior Housemaster of Banker Hall reads: "In the field of sports it is our belief that we have finally devised a program which is more conducive to fair rivalry and creative of real spirit than any other we have had in the past five years. Under the old system, when boys of all ages were housed in one building it was indeed a very good athlete who could make his building team before his Junior year. For at least two years he was relegated to the sidelines, found what exercise and fun he could in a corner of a field with his classmates, also too small and too immature to participate, or he got his pleasure vicariously by watching and cheering while others, bigger and stronger and more adept than he (or perhaps just of a higher class) played—ostensibly for him and Banker! We have come a long way from that day. The normal, active boy does not like to be a spectator; he likes to participate. Today in Banker and Merchant Halls, a boy doesn't have to wait until he is tall enough and strong enough to play in sports. Under our organization, he is on some team or he is an official. If he shows any desire or any aptitude at all, he will get a chance in every game on the schedule. In summation of athletic accomplishments we wish to say that under our newly revised system every boy now has a chance to play in all sports, that he is encouraged to do so, that he is made to feel that he is needed on the team (as he actually is), and that he plays in competition with his equals. Under these conditions we feel that the athletic side of every boy is being developed more completely

than before, and that there is little chance for the growth of 'spectatoritis' among our younger boys except among those few who are inherently of the spectator type."

One feature of the recreational program for smaller boys this year was the circus which the first two grades put on for the June Mothers' Day. Besides being much enjoyed by the boys in it, it aroused a great deal of interest among the older boys, added variety and color to the program, and received favorable comments from the mothers and the staff. It grew, during practice, to include twenty of the older boys as ring-masters, barker, clowns, comedy features, and assistants. Besides dressing up and making entertainment of the games and activities at that time, it had the additional value of becoming a community project as everyone contributed something to it. The teachers and the boys made fancy paper hats for all the classes, collected clown costumes, and perfected make-up and novelty costumes. The older boys in the art classes made posters and our Music Department provided the band which played well throughout the performance. The Student Center also took part in this event by supplying three members of its staff, who, dressed as clowns, sold peanuts and balloons for the Store.

LIBRARY SERVICE

Appendix H presents a summary of Library statistics for the year. Many library activities, however, are not reflected in the statistical report yet they have a definite influence upon directing interest in books and reading. For instance, during the month of June the younger boys' hobby interests of the year were brought to a culmination in a Hobby Show. This exhibit was held in the Children's Room on a Saturday, so that mothers and friends might visit it. The show proved so interesting that it was held over for a school day in order that teachers might bring their classes to view the roomful of varied exhibits. The boys of the 6B-2 class who had promoted the idea took entire charge of arranging the displays, and about forty different kinds of hobbies were exhibited. One dramatic incident of the show was occasioned by the metamorphosis of a drab, brownish lily stalk which mi-

taculously burst into full bloom overnight after having been nurtured for weeks by a hopeful, young horticulturist. Shows of this kind direct the interests of the boys toward their individual hobbies; for weeks preceding the event the books associated with the many hobbies are in great demand. An after effect is to give many boys new ideas for hobbies of their own.

Rising costs are never kind to libraries. We are now purchasing about one-third the number of new books that we purchased prior to 1948, because of budgetary cuts and the increased costs of new books. In a recent discussion with the members of the English Department it was felt advisable to experiment with the use of pocket-editions of such titles as are on the English reading lists, and we may find it worthy of trial in order to supplement our dwindling book budget. Many public and school libraries have resorted to the use of pocket-editions of books in popular demand, and their findings have proved that the paper bindings give more service per dollar invested than do the regular trade bindings. These findings are based upon the assumption that more copies are made available, no loss of time or expense is incurred by rebinding, and the processing procedures are simplified since the books are not catalogued but treated as ephemera and discarded when worn out. It is interesting that America is learning belatedly the paper-bound-book advantage from Europe, which has published many items in this form for many years.

The Alumni Memorial Room in the Library is a source of rich enjoyment to the older boys. The collection of classical records grows constantly, thanks to the generosity of the Alumni Band Association and of individual donors. Our most recent gift consists of eight albums of recordings from Schubert, Strauss, Rachmaninoff, Mendelssohn, and Schumann compositions. These were presented by Mr. Paul Kurzenberger, '26, who was a captain of the College band while a student in Girard.

One member of the Library staff is at present enrolled in an extension course on The Preservation and Management of Archives given under the direction of the American University, Washington, D. C. The lectures include instruction in the methods

used in the National Archives, and should prove of value to us in determining future treatment of the Stephen Girard manuscripts, of which more will be said in the next section.

THE STEPHEN GIRARD PAPERS

Within the past two years a number of scholars, including Dr. S. K. Stevens, the State Historian, and Dr. Robert G. Albion of Harvard University, who is a specialist in maritime history, have examined the Girard papers. General interest centers, to be sure, in the letters and correspondence as the heart of the collection. The ships' papers, on the other hand, which might otherwise be neglected, attract a limited number of scholars such as Dr. Albion. The collection, resulting from Girard's custom of saving all his papers, presents a picture of early shipping practices that cannot be duplicated elsewhere in this country.

Until recently, there has been no evaluation of the technical job involved in microfilming the entire collection of correspondence, ships' papers, logs, receipts, inventories, bank checks, ledgers, account books, day books, deposit books, existing index cards, etc., in terms of the number of exposures to be made, the camera days to be spent on the task, and the total cost of personnel and material. If every page and piece of the collection were filmed, according to a recently submitted estimate of the Photo-duplication Service of the Library of Congress, whose Chief examined the collection, the number of exposures would be 462,034. This number, almost a half million, gives some idea of the extent of our problem. For this work 176 camera days would be required of a camera technician and his assistant, and even this presupposes a complete examination prior to filming the contents of ten large boxes (footlocker size) of ships' papers (representing an estimated 50,000 exposures) which have not yet been indexed or even opened. Fifty letter boxes of usual size contain ships' papers already opened and organized.

It is important to note that a careful preliminary examination and arrangement of the ships' papers in accordance with some adopted plan would be necessary. This is a time-consuming job preliminary to the task of microfilming that part of the collection,

and it will require a person trained in historical research and not merely a technician.

Our study leads to the conclusion that the problem of arranging and microfilming the ships' papers could be separated from the problem of microfilming the rest of the collection. The ships' papers should very definitely be examined, sorted, and organized. This would be necessary even if each item were microfilmed. But careful screening and editorial selection are possible. There is a great amount of duplication, for example. This arose from the practice common in Girard's day of sending letters and other documents in duplicate or triplicate by separate ships in order to insure delivery. It is Dr. Albion's estimate that about 40% of even the important ships' papers have one or more duplicate copies.

It was suggested "that a qualified historian, with adequate background in the maritime situation of that period, be given a year to go through the papers, sort out the duplicate material and in particular to arrange and index them topically. It would increase their utility very much if one knew just where to look for material on trade with India, with Europe, with the purchase and sale of various kinds of goods, with port practices and costs at Philadelphia and elsewhere, and so on. This would involve a great deal more work and knowledge of the subject than simple arrangement of the papers in chronological order."

After such a topical analysis of all the ships' papers and an editorial selection of them, those selected as of prime scholarly interest should be microfilmed. Unfortunately, the Harvard graduate student who was to undertake this work last autumn found himself once again in a naval officer's uniform before the middle of the summer; so nothing has been done with the ships' papers.

In a sense, we are ready to move ahead with the microfilming of the other papers, which are roughly a third or more of the complete collection in terms of exposures and camera days. Of these the correspondence and letter book files naturally seem to arouse more general interest and value among students of American history than the ledgers and account books, although

even these may hold considerable interest for students of economic history.

Whether or not a complete microphotography job is done, here remains the problem of safe storage of the papers, and this is definitely our responsibility. The papers are, of course, relatively safe now in a carefully locked room in a building that is nearer to being fireproof than any other on the campus. Founder's Hall is a building without steel, of all masonry construction, and with the maximum protection against the most common sources of fire, such as electrical hazards and the dangers rising from heat generation, general kitchen facilities, and the storage of waste materials. However, further protection can be secured by building a modern fireproof vault for the storage of the papers. Such a vault might have concrete walls, steel doors, and steel shelving. All things considered, the best place in Founder's Hall for a vault would probably be in the basement if proper protection against dampness can be obtained. This and other possible locations are still being investigated.

THE HEALTH PROGRAM

The statistical report for 1950 appears as Appendix G.

The only serious illness encountered this year was that of a boy who lost his leg because of an osteo-sarcoma. Another boy was sent to the Children's Heart Hospital with a rheumatic infection which is under control at present. There were other cases of rheumatic infection, which continues to be our most troublesome health problem, although in 1950 it has been less so than usual. A seventeen-year-old diabetic who has been on a special diet and insulin for a few years has been kept alive only by the most careful efforts since his attack, which is perhaps one of the most severe of the childhood type of this disease.

For the ages of two to fifteen years, the Director of the Health Service reminds us that the leading cause of fatality among children in this country is "accidental death." There were, however, one, accidental or otherwise, this year. We had a number of fractures, practically all involving the elbow and arm. The number is not great, as comparative figures indicate, but since acci-

dents are preventable, we must continue to be on the alert for their prevention. One boy, while on summer vacation, was shot with a "BB" ball in the orbit. Since the eye is not affected, the shot still remains inaccessible in the orbit.

No important epidemics occurred and no other serious illnesses provided problems due, the Director believes, to the alertness of the medical and nursing staff, and the cooperation of all the departments coming in direct contact with the boys. Even the number of appendectomies necessary was trivial compared with other years. The Director thinks this may be due to the existence of the new Student Center and Store, which completed its first full year; he feels certain that the decrease in the number of dietetic indiscretions is a result of the new facility.

As a result of the resignation of Miss Lucile M. Marquette, who left to marry, the nursing staff has been reorganized. Miss Elizabeth M. Leister assumed the responsibilities of the Operating Room as Assistant Directress of Nurses, and Miss Jane Waterhouse, the duties of the Dietitian and General Duty nurse.

CONSOLIDATION OF TWO DEPARTMENTS

In October of 1936, a month after the writer had assumed the Presidency, the Board asked him for a report on what could be done to improve methods of selecting applicants for admission, for its members expressed some lack of confidence in the current manner of administering entrance examinations. The President felt convinced that we also needed a more thoroughgoing approach through mental hygiene, to many of the students' problems, whether they originated in the boy's background and family difficulties or in his school work and citizenship while at Girard College. An inventory of our guidance procedures made the writer feel that they needed extension. References of problem boys to psychiatrists up to that point had been somewhat futile because of the entire lack of familiarity with Girard College on the part of these outside specialists. We needed a referral center for problem cases in scholarship and discipline, and a closer relationship with the home carried on through a sympathetic,

informed, professional approach to mothers, other responsible relatives, or guardians. In other words, a revision of our psycho-educational program seemed to be indicated.

In these changes made more than a decade ago, a large number of the staff participated; among these were notably our Vice-President, then Supervising Principal of the Elementary Schools, and the present Director of Admissions and Student Relations. The latter, for example, became chairman of the new Committee on Review, which studied the possible disposition to be made of boys who have become serious conduct or scholarship problems, and, of at least equal importance, the methods of salvaging boys with weak records before they became serious problems.

An important feature of this change was the establishment of a Department of Student Personnel under the direction of a psychologist, Dr. Edward M. Twitmeyer. He had the able assistance of a psychiatrist, Dr. Lauren H. Smith, who devoted a minor part of his time to Girard College. It would be foolish to think, of course, that Girard College had never hitherto been interested in the individual boy, that it had never tried to understand and solve his mental and emotional problems, that it had attempted to satisfy only his physical and scholastic needs, and that even now attention to the individual boy is left to a small group of specialists. The Department of Student Personnel did, however, provide a center for activities related to the problems of the individual boy, as distinguished from the group of which he is a part, and made possible a greater emphasis on this phase of our work.

From February, 1937, until August, 1948, when he left to become Headmaster of the Pennsylvania School for the Deaf, Dr. Twitmeyer made a very significant contribution to the work of Girard College both through his work as psychologist and as an active member of staff committees. His was a genuinely constructive influence in a number of ways. Mr. John R. Kleiser, who had had excellent undergraduate and graduate records with a major in psychology, and who had completed all the requirements for the degree of Doctor of Philosophy except his dissertation and final oral examination, was appointed to succeed Dr. Twitmeyer as Director of the Department of Student Personnel. In the spring

of 1949 when Mr. G. Curtis Pritchard became Secretary of the Board his position in the Office of Admissions and Student Relations was discontinued as an economy measure.

Beginning with the administrative reorganization effective September 1, 1949, following the retirement of several gentlemen, we had a group of younger men in key positions in both elementary and secondary education who were able to utilize advances in education without adopting extreme procedures that our conservative attitude cannot approve. We felt, however, that the absorption of the Department of Student Personnel by the Office of Admissions and Student Relations would permit a desirable consolidation of our personnel work and a strengthening of our guidance program.

Therefore effective July 1, 1950, the Department of Student Personnel was discontinued as a department, and its staff was transferred to the Office of Admissions and Student Relations.

It is felt that though this consolidation will mean a diminution in actual psychological service it will, despite the loss of two able men, enable us to improve our work in family relations, educational counseling (including college counseling), and vocational counseling (including alumni follow-up work). It will not, of course, mean any lessening of our effort to have all members of the staff give attention to the boy as an individual, even though he lives under a congregate system.

At the present time the Office of Admissions and Student Relations, under the supervision of its Director, Mr. S. Herman Macy, maintains an unbroken program of guidance and counseling which, with the cooperation of other departments already engaged in some guidance work, carries the boy from admission application to placement after graduation or separation from the College. Both the admission and the follow-up functions are now handled by the Office of Admissions and Student Relations, which also maintains most of the working contacts with a boy's family and home during his Girard course.

We are gratified in our conviction that this consolidation of our personnel work and strengthening of our guidance program is now being undertaken in an effective way that would not have been possible ten or twelve years ago. Progressive development

in any sphere of activity is always gratifying to observe. But the writer cannot adequately express his appreciation of the dedicated service of many of the Girard family in giving attention to the Girard boy as an individual.

ADMISSIONS AND STUDENT RELATIONS

The consolidation of the Office of Admissions and Student Relations with the Department of Student Personnel described in the preceding section has been accomplished with a minimum of lost motion and, in so far as can be observed, with a spirit of cooperation that guarantees a sound foundation for future service to Girard. Under this plan of uniting the functions of the two offices, all records were combined. A realignment of duties was, of course, in order.

The number of new applicants registered during the year 1950 and in several preceding years follow:

	Pennsylvania-Born	Non-Pennsylvania-Born	Total
1950	194	52	246
1949	227	50	277
1948	316	153	469
1947	255	81	336
1946	195	23	218

The foregoing reveals no comfortable trend in our application list especially if we have in mind the maintenance of selective admission and the continuation of our present enrollment. The Director of Admissions and Student Relations is continuing his efforts to stimulate an increase in the number of applications by bringing the opportunities offered by Girard College to the attention of persons throughout Pennsylvania who would not otherwise know about them. Some time ago, efforts in Pittsburgh, through a survey conducted with the cooperation of the public schools, were quite successful, and Mr. Macy has enlisted the help of ten or a dozen county superintendents in other parts of the state. It is interesting to note that in the last three years seventy-four applications originated in Allegheny County, whereas in a similar three-year period

from 1944 to 1946, both inclusive, there were only 13 applicants from Allegheny County. Interested alumni in the different communities continue to sponsor prospective admission candidates.

Of the 1305 students on our rolls on December 31, 1950, 1152 had homes in Pennsylvania; 498 of them had homes in Philadelphia County. The remaining 153 boys had residences outside Pennsylvania; these included 76 from New Jersey, 23 from New York, 13 from Maryland, 8 each from Ohio and Virginia, 5 each from Illinois and Washington, D. C., 3 each from Delaware, Massachusetts, and Michigan, 2 from Connecticut, and 1 each from California, Minnesota, South Dakota, and West Virginia. A more detailed analysis of the residences of the student body is presented in Appendix I.

The 1152 boys with Pennsylvania residences compares with 1179 a year earlier (December 31, 1949); the 498 with Philadelphia residences compares with 519 of a year earlier; and the 153 with residences outside Pennsylvania compares with 128 of a year earlier. It is to be noted that these are the residences of the boys' next of kin and not the birthplaces of the boys themselves.

The birthplace statistics are the following: the 1143 boys with birthplaces in Pennsylvania as of December 31, 1950, compares with 1179 a year earlier (December 31, 1949); the 508 who were born in Philadelphia compares with 532 of a year earlier; and the 162 with birthplaces outside Pennsylvania compares with 128 of a year earlier. The 162 boys with birthplaces outside Pennsylvania who were on the rolls as of December 31, 1950, include 59 with birthplaces in New Jersey, 30 in New York, 14 in Maryland, 10 in Ohio, 8 in Washington, D. C., 7 in Delaware, 5 in California, 4 each in Florida and Virginia, 3 in Illinois, 2 each in Massachusetts, Michigan, and the U.S.S.R., and 1 each in Alabama, Kentucky, Minnesota, Missouri, New Mexico, South Carolina, South Dakota, Texas, Vermont, the Virgin Islands, West Virginia and Wisconsin.

The Director of Admissions and Student Relations has made a study of all extension cases of the last few years. An extension is granted by your Board to a boy in his last term who needs a few months beyond his eighteenth birthday to complete re-

quirements for graduation, and if he satisfies the faculty as to his school achievement, conduct, and seriousness of purpose. There were sixty-seven extensions granted by your Board during the past three years, and a study of these indicates the following facts:

1. The age of a boy at the time he was admitted has little significance in indicating the need for an extension of time. The sixty-seven boys were distributed in age groups as follows:

Age at admission

6 years - 6 months	12 boys
7 years - 0 months	9
7 years - 6 months	9
8 years - 0 months	6
8 years - 6 months	8
9 years - 0 months	8
9 years - 6 months	5
Just prior to tenth birthday	10
	<hr/>
	67

2. Although upon admission there were eleven boys who had an intelligence quotient lower than 100, there were ten boys who scored 115 or more. The median for the entire group was 107.

3. The boys who need extensions certainly are not a stupid group, for not only was the median of their intelligence quotients 107 at admission, but it had increased to a median of 109 early in their high school work. It is not unusual for the I.Q. in a given individual to go up or down. Frequently it goes up if a child is taken out of an unfavorable environment.

4. According to the Psychologist's recommendations concerning these sixty-seven boys at the time of admission thirty-three were found to be ready to enter grades normal for their ages. Of the remaining thirty-four, which is approximately half of the group, twenty-three were regarded as one term retarded, five were two terms retarded, and six were three terms retarded. This is not a particularly unfavorable picture since we are somewhat strict in our classifying of boys because of our shorter over-all school-attendance period.

5. Forty-eight of these boys were admitted after their first examinations. In twelve cases it was necessary to administer a second examination, and these were held over for reconsideration before being admitted. Seven boys were considered borderline cases, but, fortunately, they came through satisfactorily.

6. Of the group, thirty-five, or slightly more than half, made satisfactory progress through Girard College without failing a single term. Twenty-seven boys had to repeat the work of one term, and five repeated two terms. Some of these repeated terms resulted doubtlessly from illness, a circumstance which is, unfortunately, not unknown during the period of growth.

ALUMNI

A review of the active file of graduates needing reference to job opportunities, disclosing that few alumni are available for the many job openings which have been called to our attention, seems to support the observation that Girard-trained employees give satisfactory service and are inclined to be encouraged through promotions to remain with the same companies for extended periods of time. Military manpower demands have greatly increased the number of placement opportunities during the last four months of the year. Already there are indications that there will be three or four times as many job opportunities as will be needed for the January, 1951, class. Even last spring there were sufficient calls for Girardians to guarantee the prompt placement of the members of the June graduating class. Aside from the fact that many employers, through the years, have become partial to the Girard boy, this employment picture was further improved by the addition of more than five hundred new employment contacts during the past year.

Unfortunately, many very desirable clerical positions remain unfilled. In contrast, there have been few calls for boys trained in some of the trades, exceptions being draftsmen, sheet metal workers, printers, auto-mechanics, and machinists. Such students have been placed in semi-clerical positions which are potential avenues to jobs allied to their trades. This same condition has continued for the past two years, and we shall undertake a careful study of

: value of the specialized trade-training given some of the boys.
e introduction of a term of typing for every high school student
s a definite step forward. It would improve their job prospects
more of the mechanical students were encouraged to improve
s skill.

As a result of continuing the practice of reviewing the records of graduates in institutions of higher learning, it is possible to report on the three hundred and forty-eight Girard College graduates attending ninety-four colleges and universities during 1950.

The colleges and universities having the largest number of our alumni are as follows:

Temple University	47
University of Pennsylvania	44
Pennsylvania State College	43
La Salle College	18
Drexel Institute of Technology	16
West Chester State Teachers College	11

Seven attended the University of Scranton, and six attended Wilkes College. There were five each at Dickinson College, Franklin and Marshall College, University of Maryland, University of Pittsburgh, and Villanova College; four each at Albright College, University of Miami, New York University, St. Joseph's College, and the University of Southern California; and three each at Boston University, Bucknell University, Cornell University, Bryn Mawr College, Kenyon College, Kings College, Lehigh University, and University of New Mexico. There were two each at Bowdoin College, Carnegie Institute of Technology, University of Chicago, Columbia University, Dartmouth College, Duke University, George Washington University, Harvard College, Massachusetts Institute of Technology, University of Michigan, Michigan State College, Muhlenberg College, Philadelphia College of Osteopathy, Philadelphia College of Pharmacy and Science, Rutgers University, Swarthmore College, Syracuse University, Union College, and the United States Naval Academy (Annapolis). One alumnus attended each of these institutions: the Academy of Fine Arts of Philadelphia, University of Alabama,

Brown University, Buffalo University, California College of Medical Technicians, California State Polytechnic College, Catholic University of America, Central Michigan College of Education, Clark University, Colby College, Dallas Theological Seminary, Geneva College George Peabody College for Teachers, Georgia School of Technology, Grove City College, Hahnemann Medical School, University of Hawaii, Houghton College, Illinois Institute of Technology, Indiana University, Iowa Wesleyan College, Jefferson Medical College of Philadelphia, Johns Hopkins University, Kent State University, University of Kentucky, Keystone Junior College, Long Island University, Louisiana State University, Lynchburg College, McGill University, University of North Carolina, Oberlin College, Pennsylvania Military College, Roberts Wesleyan College, San Diego State College, San Francisco State College, University of Tennessee, Texas Agricultural and Mechanical College, Tulane University, United States Coast Guard Academy, United States Military Academy (West Point), Ursinus College, University of Virginia, Wake Forest College, Waynesboro College, Williamsport Technical Institute, and University of Wisconsin.

At the close of each college year, the record of each man is obtained from the institution he attends. These records form the basis for making the following remarks:

1. Of the grades made by Girard alumni attending institutions of higher learning, 57.3% were of honor standard—that is, A's or B's.
2. At one large university which forty-four men attended, 66% of the subjects taken showed honor grades. Conditions were given in only three of over two hundred separate courses pursued.
3. The top honor man of the senior class in two of the leading colleges in the United States was a Girard alumnus.
4. Two Girard College graduates won Fulbright Scholarships to study in France, a third won a graduate fellowship to study in England, and a fourth won a graduate fellowship to study in Italy.

- . Ten students were attending schools of medicine, three of whom this fall were admitted as members of the small entering class at a well known medical school in Philadelphia.
- . Seven men were studying law, three of whom received their LL.B. degree and passed their bar examinations.
- . Girard is represented at all three of the service academies—the United States Naval Academy, the United States Military Academy, and the United States Coast Guard Academy. Eighty-nine of the students won part or full scholarships because of high academic attainment.
- . Of five juniors receiving a \$500.00 tutional scholarship at one large university plus option to have full-time summer employment in the company awarding the grants, two recipients were Girard College graduates.
- . Scholarship grants under the supervision of the Board of Directors of City Trusts, totaling \$6,565.75, were distributed among fifty-seven deserving men.
- . Thirty-four students were assisted through loans totaling \$4,350.00 from the Girard College Alumni Loan Fund. The sum of \$1,815.80 was returned by alumni who had borrowed from this fund to complete their college education. The cash balance on hand of the Alumni Loan Fund, as of the current date, is \$2,984.90.

The records of these young men should arouse pride when we realize that none of them has complete financial backing and it many of them must earn, either through scholarships or part-time employment, most of the money to defray their college expenses.

In recent years the Girard College Alumni organization has honored outstanding alumni of the College with the Alumni Award of Merit. Recipients have received their awards in Pittsburgh, Boston, Chicago, New York, Baltimore, and Philadelphia. One such occasion was the presentation on January 31 by William Jamison, President of the Alumni, to the Reverend Stanley R. West at the Rittenhouse Club before a group of alumni and of Dr. West's friends.

The Alumni Fund Committee has had its second successful year under the chairmanship of Mr. Raymond Burkley, '22. The supervision of expenditures is in the hands of a committee of alumni and College officers called The Council for Alumni-College Affairs, which at the beginning of the year was composed of Messrs. E. Newbold Cooper, John C. Donecker, William Gauer, William Jamison, S. Herman Macy, George F. Norton, and Merle M. Odgers. In the autumn Messrs. William J. Russell, Wilfred B. Wolcott, Jr., and William J. Beatty, replaced Messrs. Jamison, Macy, and Norton on the Council. Mr. William Gillen, Secretary of the Alumni, and also Mr. Raymond Burkley and later Mr. William F. Geibel because of their chairmanship of the Alumni Fund Committee attended the meetings of the Council. The Administration of the College is much gratified by this interest of the Alumni in the welfare of the undergraduates and recent alumni of Girard College.

The popular technicolor film sponsored by the alumni and prepared prior to the Centennial in 1948 has been revised and brought up to date under the auspices of the Alumni Fund for Girard College. The running time has been slightly shortened, and the film has been given a new sound track. Several new copies of this film, which shows the life of a Girard boy, have been purchased to replace previous copies that have become worn out through use. The popularity of the film continues. The film has proven to be an extremely satisfactory method of achieving good will without great expense and without promotional effort of a professional type. The President again takes the opportunity to indicate his deep appreciation of the contributions of time and money made by a considerable number of alumni in sponsoring the film and in showing it to so many audiences.

THE SUMMER SCHOOL AND CAMP

The lists of the Summer School teachers and of the Camp staff appear as Appendices C and D respectively. Appendix E shows the number of boys in attendance at the Summer School and at the Girard College Camp during each third of the summer vacation.

The Summer School is, in the words of the Vice-President,

'efficient, effective and pleasant.' In the last decade this step-child of the academic year has been transformed from an unsatisfactory arrangement for boys in July and August to a genuine educational experience. We have been indeed fortunate to have the services of an outstanding staff, which in the judgment of the Vice-President accounts for the metamorphosis. The offering this summer was a well-rounded recreational program for each boy each day, a period of swimming for each boy, a testing program to determine individual needs, a rest period for younger boys, and a special program for each boy who is not permitted to engage in recreational activities on account of physical disabilities. The program included music and auditorium activities, athletics, indoor games and hobbies, handwork, library, etc., and a limited amount of tutoring for elementary school boys. Following the precedent of 1949, there was no make-up tutoring in secondary school subjects. This had been dropped as an economy measure last summer, and remedial work during the school year was substituted. The Summer School Principalship as such was also dropped this summer and was absorbed by the reorganized administration.

The program of the Camp was quite adequate. For the middle group of boys especially, the camp program seemed to provide experiences that were both meaningful and enjoyable. If this were not true in the same degree for our older boys, it should be remembered that after a boy has gone to camp several summers no program can hold for him its original thrill. It may be that it is the unusual, advanced teen-ager who likes a summer camp.

There were several physical improvements at the Camp in the summer of 1950, among them the finishing of the tennis courts, made possible through funds contributed by the Alumni, but these will not be detailed because of the recent decision of our Board to close the Camp as an economy measure. Undoubtedly closing the Camp will save more than \$20,000 per annum. If our income justified it, the writer could marshal many arguments for continuing the Camp, but he knows of no other school that operates a camp except for profit, and it is clear that the education and maintenance of our boys on the campus itself must be our primary task.

The summer has been a "soft spot" where we have received less per dollar spent than during the rest of the year. We shall, therefore, hold our student population to an irreducible minimum by requiring no attendance for tutoring and by encouraging a full vacation, or as much of a full vacation as possible at home. We shall close buildings wherever possible during the summer. This will be an extension of a policy already in force and is in line with what other boarding schools do. Other savings will result from reducing summer wage rolls, from some merging of our two separate summer menus, and from increasing the amount of summer work carried on by the boys. In the summer the Student Work Program has hitherto been greatly curtailed because of the presence of abundant domestic help and the absence during part of the summer of older boys at Camp.

SPIRITUAL VALUES AT GIRARD COLLEGE

The President of the Massachusetts Institute of Technology in the first paragraph of his Annual Report to the members of his Corporation refers to the difficulties involved in setting a true course for an educational institution at the present time. He continues: "The half-light in which we live obscures the road ahead and dims the clarity of any policy or long-range plan. It is like driving in the twilight; the dim light makes it hard to see and the headlights are much less effective than they are in total darkness."

One can readily understand the difficulties that any institution of higher learning which does an outstanding piece of work in research and technological education meets in a time like the present. The metaphor involving light, which naturally suggests itself to a scientist, reminds one of the words quoted so effectively several years ago by the British King in a broadcast to the empire at a moment of great darkness and doubt:

"I said to the man who
Stood at the gate of the year,
'Give me a light that I may
Tread safely into the unknown.'
And he replied—

'Go out into the Darkness
And put your hand into the hand of God.
That shall be to you better
Than light and safer than a known way.'"

During a period of fear and insecurity spiritual values become especially important, whether at school or elsewhere. The late Dr. Thomas S. Gates, an earnest and devoted churchman, who led the affairs of the University of Pennsylvania so successfully through the depression and post-depression years, a few days before his death sent us a paper which he was to read at the Girard College Centennial in 1948. This paper paid tribute to the successful operation of the Girard program of nonsectarian religious education. What is this program?

It begins on Sunday morning with a general religious service at 9:30 o'clock in the College Chapel, a building of surpassing beauty. This service consists of a processional hymn, sung by about a hundred of the older boys of the choir and the congregation. The Doxology and other hymns are sung as they occur in the order of service. The choir, under a director, sings an anthem, accompanied by the organ. A Senior boy then reads a selected Scriptural passage and also leads the responsive reading of selected passages from the Scriptures. The College officer who presides offers prayers and pronounces the benediction. The service is about an hour in length; student participation requires about half the time, and the speaker is free to use the other half. Boys give evidence of the spirit of worship. Quiet, orderly, and attentive, they share willingly in the responsive readings and the singing of the hymns.

Most of the Girard College Chapel speakers are business and professional men who reside in or near Philadelphia, but occasionally distinguished visitors from other cities and headmasters of different schools, several from New England, have come here to address the boys. The Scripture reading, usually selected by the speaker, often contains the theme of his address, which may expound a passage of Scripture, teach a lesson of faith suggested by it, bring home a moral truth, or a life lesson of courage, charity, tolerance, or the like. Applications to school life are

made and this helps the younger students to understand the lesson intended.

On Sunday afternoons the younger boys have services which are largely periods of Bible study. A Scripture lesson, a prayer, a hymn have their places in this service. In this period the boys learn to repeat in concert selected Psalms and the Ten Commandments. They also memorize portions of Scripture which they hold for life. The lessons present in some detail the lives of the Hebrew leaders in the Old Testament, and the parables, miracles, and teachings of Jesus in the New. The object is to give boys of many religious faiths a knowledge of the facts of the Bible, some degree of appreciation of its literature, and an understanding of the great moral and spiritual truths set forth in the New Testament.

Our boys say grace before meals and prayers before going to bed. On Wednesdays all boys meet in the Chapel for a mid week service, which consists of the Doxology, reading from Scripture, the Gloria Patri, a prayer, and a hymn. Usually the President speaks briefly on some appropriate subject. On Monday, Tuesday, Thursday, and Friday, the Elementary Schools and the High School, meeting separately, have brief services. Whether these assemblies are in the home rooms or in the auditoriums, readings from the Bible and prayers have their part in them.

It is inconceivable that boys can take part in Girard services day in and day out for eight or ten of the most impressionable years of their lives without acquiring a reverent attitude towards worship and a stimulation of their spiritual natures.

Here at Girard College large groups of boys of many denominations live harmoniously together in a tolerant community of friendship. It has often been said that Girard College furnishes an apprenticeship in democracy. It also furnishes an apprenticeship in religious worship. First in the child and then in the adolescent there is an attempt to create a realization of divine power. We do know that our boys form the habit of regular attendance at religious services, for the majority indicate that they attend churches of their choice when at home during the holidays and vacations and join the churches preferred by their families.

In this connection, the writer cannot pass up the opportunity

emphasize once again that in producing men of character, teachers of character count for more than anything else. Mark Hopkins has been referred to so often that most of us have forgotten the original tribute paid to him as a teacher. A President of the United States, James Abram Garfield, in addressing the Williams College Alumni in New York in 1871, said: "I am not willing that this discussion should close without the mention of the value of a true teacher. Give me a log hut, with only a simple bench. Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries without him."

We sometimes forget that boys respect character in a man in the same way that they respect genuine learning or good sportsmanship in him. The writer could refer to a considerable number of our teachers and other staff members at Girard who have been like Mark Hopkins for individual boys in inspiring them not only to attain higher education, for example, but to pursue the good life. It is also proper to acknowledge the great contribution made by the speakers in our Sunday Chapel services and on other occasions. It is surprising how many alumni mention Chapel speakers of their boyhood days. Sunday Chapel speakers during the year 1950 have included the following:

- January 1—Mr. John Houston, Director of Elementary Education, Girard College.
8—Mr. William L. Campbell, Senior Housemaster, Girard College.
15—Mr. Walter D. Fuller, President, Curtis Publishing Company, Philadelphia.
22—Mr. Harris W. Haviland, Headmaster, Friends' Select School, Philadelphia.
29—Dr. Raymond I. Haskell, Teacher, Girard College.
- February 5—Mr. William B. Cooper, Housemaster, Girard College.
12—Mrs. W. Rex Crawford, Assistant to Associate Superintendent of Schools, Philadelphia.
19—Mr. John W. Leydon, Teacher, Girard College.
26—Mr. Richard R. Wood, Editor.
- March 5—Mr. Caswell E. MacGregor, Jr., Teacher, Girard College.
12—Thomas B. K. Ringe, Esquire, Board of Directors of City Trusts.
19—Dr. Lauren H. Smith, Psychiatrist, Girard College.
26—Mr. J. Roy Carroll, Jr., Architect, Philadelphia.

- April** 2—Dr. William Hubben, Teacher, George School, George School, Pa.
9—Dr. Wilfred B. Wolcott, Jr., Director of Secondary Education, Girard College.
16—Miss Mary L. Smythe, Assistant Librarian, Girard College.
23—Miss Margaret Bailey Speer, Headmistress, The Shipley School, Bryn Mawr, Pa.
30—Dean C. Canby Balderston, Wharton School, University of Pennsylvania.
- May** 7—Hubert J. Horan, Jr., Esquire, Board of Directors of City Trusts.
14—Mr. Carroll L. Bryant, American National Red Cross, Washington, D.C.
21—Mr. E. Elmer Staub, '99, Business Man, Detroit, Michigan.
28—Miss Louise G. Sigmund, Teacher, Girard College.
- June** 4—Honorable Owen J. Roberts, Former Associate Justice, Supreme Court of the United States.
11—Dr. James D. White, Teacher, Girard College.
18—Dr. John H. Minnick, Educator, Philadelphia.
25—Mr. Charles H. Williams, Principal, Abraham Lincoln High School, Philadelphia.
- July** 2—Mr. Charles T. Cunningham, Teacher and Housemaster, Girard College.
9—Mr. Charles K. Hay, Principal, John M. Patterson School, Philadelphia.
16—Mr. I. Edward Branhut, Principal, William B. Hanna School, Philadelphia.
23—Mr. John J. Welsh, Principal, Adaire-Chandler Schools, Philadelphia.
30—Mr. Russell M. Leonard, Principal, Charles E. Bartlett Junior High School, Philadelphia.
- August** 6—Mr. Thomas P. Larkin, Principal, John L. Kinsey School, Philadelphia.
13—Mr. Norman L. Jones, Teacher and Housemaster, Girard College.
20—Mr. Martin J. Warnick, Teacher, William B. Hanna School, Philadelphia.
27—Mr. Reynolds Joll, Senior Housemaster, Girard College.
- September** 3—Dr. Wilfred B. Wolcott, Jr., Director of Secondary Education, Girard College.
10—Mr. B. Franklin Severy, Swimming Instructor, Girard College.
17—Dr. D. Montfort Melchior, Former Principal of the High School, Girard College.
24—Mr. Frank D. Witherbee, Former Superintendent of Admission and Discharge, Girard College.

- October 1—Mr. J. Holland Heck, Teacher, Girard College.
 8—Earl Jay Gratz, Esquire, '22, Attorney, Philadelphia.
 15—Mr. William B. Cooper, Housemaster, Girard College.
 22—Mrs. Janet F. Whitney, Author and Lecturer, Westtown, Pa.
 29—Hon. Frederic D. Garman, President, City Council of Philadelphia.
- November 5—Dr. David A. McIlhatten, Teacher, Girard College.
 12—Mr. Richard H. McFeely, Headmaster, George School, George School, Pa.
 19—Mr. O. Howard Wolfe, Retired Bank Executive, Philadelphia.
 26—Mr. John Houston, Director of Elementary Education, Girard College.
- December 3—Mr. William C. Sparks, Former Supervisor of Playgrounds and Recreation, Girard College.
 10—Mr. W. Henry Gillam, Jr., General Manager, Girard Estate.
 17—Dr. Wilfred B. Wolcott, Jr., Director of Secondary Education, Girard College.
 24—Mr. John A. Lander, Housemaster, Girard College.
 31—Mr. Benjamin Rothberg, Housemaster, Girard College.

ANNIVERSARIES AND COMMENCEMENTS—1950

SPEAKERS

Commencement, January 26

Dr. Harold E. Stassen
 President, University of Pennsylvania

Bicentennial Founder's Day, May 20

Morning Assembly of Students
 Mr. William Jamison, '11
 President, Girard College Alumni
 Honorable Bernard Samuel
 Mayor of the City of Philadelphia
 The Honorable John W. Snyder
 Secretary of the Treasury of the United States of America

Stephen Girard Day, May 24

The Honorable Charles Sawyer
 Secretary of Commerce of the United States of America

Memorial Day, May 30

Major Francis A. Neibert, '34
United States Army

Commencement, June 22

Mr. Martin W. Clement
Chairman of the Board of Directors
Pennsylvania Railroad Company

BUSINESS OPERATIONS AND PLANT MAINTENANCE

In his report for 1949, the writer called attention to the fact that the budgets for 1949 and 1950 had successively shown substantial reductions below preceding budgets but would probably reflect an increase after 1950. This has proved to be true, and the 1951 budget is somewhat higher. Indeed, expenditures in 1950 rose greatly in the latter half of the year.

It may be as true for institutions as for individuals that, as Thoreau phrased it, "One is rich in proportion to the number of things that one can afford to let alone." The impact of what our nation is now going through may be greater than we think. We are mobilizing only three or four million men in contrast to the large number required in World War II, but it is important to note that the present effort is superimposed upon a civilian economy that was already operating near to capacity. Ten years ago, when we went through mobilization, there was a slack to take up. Unemployment is now much smaller than it was then. This difference certainly will affect the recruiting of school staffs, both of professional and non-professional personnel, as well as the financial operations of the schools themselves. The various controls may not be successful, but several facts about the labor market are certain. In the first place, an unemployment pool to draw from is almost nonexistent. Secondly, although there are more older workers to draw from than there were a decade ago, social security now covers more of them than formerly, reducing incentives to work. Moreover, our experience in World War II showed that while some older workers were excellent, some were mediocre, and we have no reason to expect a better situation in

this regard now. Thirdly, there is at present a much higher number of women employed in industry and government than a decade ago. There were twelve million women employees in the United States in 1940. In 1950 there were seventeen million employed women, so that schools and other institutions cannot look to women as a reservoir for employee recruitment.

The rising costs of services and goods make the hot breath of inflation anything but pleasant. Yet, even in a period of curtailment and retrenchment, when activities like civilian defense are being reactivated, a few things are heartening. Some of these lie in the physical aspects of the College. Among them are the installation of the new kitchen and other equipment in the Infirmary, the refurbishing of the Armory, the acoustical treatment of the High School Auditorium and the dining rooms of the Dining and Service Building, the modest modernization of fire protection equipment, the completion of the new city sewer seventy feet below the surface, the new method of purchasing coal, which effects a considerable saving, and the emphasis on Annual Giving by the Alumni.

The total actual expenditures for the maintenance of Girard College, aside from extraordinary nonrecurring expenditures retiring allowances, and group insurance, amounted to \$2,043,071.62, an increase of \$59,641.70 above the corresponding figure for 1949. The average number of students maintained was 1313, which represents an increase of nine over the figure for 1949. The per capita cost for 1950 was, therefore, \$1,556.03, an increase of \$35.00, or approximately 2.3%, above the 1949 figure. The addition of retirement allowances, totalling \$103,046.18, and the cost of group insurance, totalling \$17,529.65, to the ordinary expenses yields a total of \$2,163,647.45 for ordinary expenditures. Within this latter total the per capita cost based on a census of 1313 is \$1,647.86, an increase of \$51.33, or 3.2%, over the 1949 figure.

CONCLUSION

The first complete year of operation under the reorganization of staff, schedule, and program effected in September, 1949, can

be regarded as entirely successful. Reorganizations within the Business Manager's Office and within the Office of Admissions and Student Relations, and the consolidation with the latter of the Department of Student Personnel, are also proving to be generally beneficial and economical.

The report of last year indicated that according to our best judgment and the experience of other schools our most important problem was the need for an increase in resident staff at the upper school level. We are moving in this direction. There is also an increased amount of teaching being carried on by housemasters. We are surveying the curriculum continuously in the attempt to meet without increasing costs the divergent needs of the students. There is, of course, increasing competition in recruiting well-qualified persons for both the professional and non-professional staffs.

Even in a period of discouragement, a few things are heartening, such as the strengthening of student responsibility and the increase in their successful handling of their own affairs under proper guidance, the development of home-and-home athletic engagements on Saturdays with other boarding schools, the significant increase in intramural sports, and the expansion of club and Boy Scout activities.

One would like to think that even within the restrictions imposed at a school maintained by income from endowment, there was some means of defeating the effects of inflation. One would like to imagine that he could encourage himself, standing with gun and bayonet like the soldier in the French poster of World War I, by grinding out the words "On les aura" ("We'll get them!"). But the forces of inflation are intangible and we can only encourage ourselves by our knowledge of our century of Girard history with its very real achievements and by accepting the challenge of a complex future for which we have fortunately reorganized. As William Allen White phrased it on his seventieth birthday, "I am not afraid of tomorrow, for I have seen yesterday and I love today."

Moreover, there is great comfort for anyone confronted with

problems when he realizes that with a Board and a staff like ours he is a member of a team that has purpose and determination and that commands respect and regard. The writer is grateful to his teammates, and he wishes to express his gratitude as he completes his fifteenth annual report as President of Girard College.

Respectfully submitted,

MERLE M. ODGERS

President

APPENDIX B

CHANGES IN STAFF IN 1950

RESIGNATIONS

Robert S. Grafton, B.S., Housemaster	February 1
Virginia E. Haschke, B.S., Teacher, Elementary Schools	February 1
Paul A. Newhard, B.S., Housemaster	February 5
Edward Lipp, B.S., Assistant Supervisor, Student Work Program	June 30
Garnet M. Almes, B.S., M.Ed., Teacher, High School	August 31
Robert M. Landis, B.S., Housemaster	August 31
Elaine P. McManus, A.B., Governess	August 31
Bess M. Sutton, B.S., M.A., Teacher, Elementary Schools	August 31
William W. Hummel, B.S., M.A., Housemaster	September 1
Reed F. Landis, A.B., Housemaster	September 7
Lucile M. Marquette, R.N., Assistant Directress of Nurses	October 31

APPOINTMENTS

Marian G. Bartman, Governess	January 1
Joan K. Simonin, B.S., Teacher, Elementary Schools	February 1
Nicholas Noel, Jr., B.S., Housemaster	February 8
Robert M. Landis, B.S., Housemaster	February 10
Elizabeth E. Higbee, A.B., Substitute Teacher, Elementary Schools	February 1
Andrew G. Meyer, A.B., M.A., Teacher, Elementary Schools	September 1
Robert G. Simon, A.B., Housemaster	September 1
Barry F. Deetz, B.A., Housemaster	September 1
Priscilla F. Thyng, B.A., Governess	September 1
Lillian A. Reece, Substitute Teacher, Elementary Schools	September 11
Doris V. Harris, Substitute Teacher, Elementary Schools	September 11
Peter F. Finley, B.S., Housemaster	September 13
Robert J. Whitehouse, Assistant Supervisor, Student Work Program	September 17
Joseph J. Sungenis, B.S., Substitute Teacher, High School	October 1
Elizabeth J. Ritchie, R.N., General Duty Nurse	November 1

EXCHANGE TEACHERS

St. Claire Anderson, The Kamehameha Schools, Honolulu, Hawaii, Teacher, Elementary Schools, for Genevieve M. Garretson in 1950-1951	September 1
---	-------------

RETIREMENT

Beatrice Butt, Teacher, Elementary Schools..... February 1

DEATHS

Harold C. Broadbent, Barber	April 20
Katharine L. Morgan, Retired Teacher	May 11
Mary E. Templin, Retired Teacher	May 14
Beatrice Butt, Retired Teacher	August 5
Louise St. C. Wolf, Retired Teacher	November 23

TRANSFERS

John R. Kleiser, Director, Department of Student Personnel, to Psychologist, Office of Admissions and Student Relations	July 1
Inga R. Pickering, Assistant to Director of Student Per- sonnel, to Assistant Psychologist, Office of Admissions and Student Relations	July 1
Elizabeth M. Leister, Dietitian and Housekeeper, General Duty Nurse, to Assistant Directress of Nurses	November 1
Jane Waterhouse, General Duty Nurse, to Dietitian and Housekeeper, General Duty Nurse	November 1

APPENDIX C

STAFF OF SUMMER SCHOOL-1950

Supervisor Charles K. Hay

ELEMENTARY SCHOOL TEACHERS

Martha R. Cooper	Frances R. Minnar
John J. Welsh	

TEACHERS OF RECREATIONAL ACTIVITIES

I. Edward Branhut	Edmund O. Mueller
-------------------------	-------------------------

ENRICHMENT PROGRAM	HANDWORK PROGRAM
Rosemary Boccella	Gertrude M. Ehinger
Laura E. Harman	Russell M. Leonard
Edna M. Hemphill	E. Woodward Waltz
Bernard G. Kelner	Martin J. Warnick
Thomas P. Larkin	
Norman B. Shrenk	
Margaret E. Wiegand	

APPENDIX D

GIRARD COLLEGE CAMP STAFF—1950

Superintendent of Camp	George B. Diamant
Visiting Camp Physician	Philip F. Ehrig, M.D.
Resident Nurse	Mary E. Bonenberger, R.N.

SENIOR COUNCILORS

John Autian
Robert H. Bernhardt
Roland G. Hughes, Jr.
Norman S. Johnson
John J. McKenna, Jr.
Boyd N. Park
Glenn E. Wolfe

JUNIOR COUNCILORS

Louis Brickman
Howard B. Maxwell
Carl J. Nugent
Raymond D. Rachkowski
Louis C. Rauscher
Paul C. Richardson

JUNIOR ASSISTANT COUNCILORS

Burton Bernstein
Samuel Gerstein
Arnold Kahn

APPENDIX E

SUMMER SCHOOL AND CAMP ENROLLMENT

The average enrollment figures for both the campus and the camp during the three-thirds of the summer period (July 1 to July 21, July 21 to August 11, August 11 to September 1, respectively) follow:

College	189	156	132
Camp	181	183	160
Total	370	339	292

APPENDIX F

LECTURES AND ENTERTAINMENTS—1950

Saturday, January 14

Concert

Girard College Alumni Glee Club

Saturday, February 18

Concert

Kershaw's Royal Singers

Saturday, February 25

Concert

Westinghouse Male Chorus

Saturday, March 18

Concert

The University Glee Club

Saturday, April 22

Concert

The University of Pittsburgh Chapel Choir

Saturday, April 29

Illustrated Lecture

"Birds and Places"

Albert M. Linton

Saturday, October 21

Lecture

"World Cruise of the Yankee"

Mary Booth

Saturday, November 4

Concert

Carpenter Steel Company Chorus

Saturday, December 2

Concert

Philadelphia National Bank Chorus

Thursday, December 14

Christmas Concert

Musical Organizations of Girard College

(Concert for Staff and Student Body, Friday, December 15.)

APPENDIX G

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which students of the College were under observation in the Infirmary during the year 1950:

bscesses, knee	2	Infection, upper	
denitis	8	respiratory	982
ronchitis	1	Iritis, traumatic	1
ellulitis, ankle	6	Ivy Poison	2
ellulitis, heel	4	Lacerations	2
ellulitis, knee	1	Laceration, scalp with	
erebral edema	1	concussion	1
icken Pox	30	Laceration, instep	1
oncussion, head	8	Measles	3
onjunctivitis, acute		Mumps	33
catarrhal	3	Observation	8
ontusion, elbow	1	Otitis Media, acute	24
ontusion, head	12	Otitis Media, chronic	3
ontusion, hip	1	Penicillin Rash	1
ermatitis	2	Pertussis	12
ermatitis, Venenata	2	Pneumonia, bronchial	1
abetes	1	Pneumonia, lobar	11
ietetic Indiscretion	251	Post-operative Hemorrhage	
og Bite	1	(tonsilectomy)	1
acture, elbow	2	Puncture Wound	1
racture, forearm, complete	2	Scabies	7
racture, humerus	1	Scarlet Fever	5
racture, radius	4	Serum Reaction	32
oreign Body(coin)		Sprains, back	1
alimentary tract	1	Sprains, other	5
urunculosis	3	Strained Muscles	3
ngivitis	1	Tonsillitis	1
npetigo Contagioso	3	Traumatic Detachment of	
fection, arm	1	Retina with BB Shot in	
fection, index finger	1	Orbit	1
fection, rheumatic	8	Urticaria	3
fection, tooth	1		
		Total	1,508

OPERATIONS

Adenoectomy	1
Amputation, leg, mid-thigh	1
Appendectomy	2
Circumcision	51
Excision, coccyx, deformed	1
Excision, hydrocele	2
Excision, ingrown toe-nail	2
Excision, mole, hairy, thigh	1
Excision, mole, hairy, face	2
Excision, mole, back	1
Excision, hairy nevi, face	1
Excision, pigmented nevi, face	1
Excision, lipoma, coccyx	1
Excision, papilloma, scalp	1
Excision, wart, scalp	1
Excision, wedge from great toe, ingrown nail	4
Extraction, tooth	2
Herniorrhaphy	4
Mastoidectomy	1
Reduction, open, fracture, humerus	1
Reduction, closed, fracture, elbow	1
Reduction, closed, fracture, forearm	2
Reduction, closed, fracture, radius	4
Submucous Resection	2
Suture, lacerated, extensor pollicis longus	1
Suture, laceration, head	1
Suture, laceration, lip	2
Tonsillectomy	8
Torec, 1st stage with herniorrhaphy	2
Torec, 2nd stage	2
Total	107

DISPENSARY TREATMENTS

Infirmary	\$0,820
Otolaryngological	906
Ophthalmological	1,247
Dental	11,596
Total	64,569
Average number of hospital days per patient	5
Average number in the daily census	19

APPENDIX H

The following statistics for the year 1950 present a summary of the work of the Library, including a comparison with the work of the preceding year:

BOOK CIRCULATION IN MAIN LIBRARY

Main Department circulation	1950	1949
Boys	12343	12364
Adults	8556	9840
Children's Room circulation	20106	21849
<hr/>	<hr/>	<hr/>
Total book circulation	41005	44053

ATTENDANCE IN MAIN LIBRARY

Main Department attendance	1950	1949
Boys	25905	27109
Adults	1515	1481
Children's Room attendance	17892	17232
<hr/>	<hr/>	<hr/>
Total attendance	45312	45822

ELEMENTARY SCHOOL LIBRARY-LABORATORY

Number of radio loans for classroom use	193	312
Number of records loaned for classroom use	52	43
Number of films loaned for classroom use	650	589
Number of slides loaned for classroom use	315	509
Number of books loaned for classroom use	3512	3658
Number of pictures and pamphlets loaned	1862	2548
Attendance of boys for research	2969	3512
Attendance of boys for group activities	6364	6490

BOOKS ADDED TO THE LIBRARY

Non-Fiction	637
Fiction	660
<hr/>	<hr/>
Total number of volumes added to the Library in 1950	1297
Total number of volumes discarded and lost in 1950	502
Total approximate number of volumes in the Library in 1950	90011

APPENDIX I

(A) STUDENTS FROM COUNTIES IN PENNSYLVANIA

Allegheny	64	Lebanon	2
Beaver	1	Lehigh	19
Berks	29	Luzerne	94
Blair	21	Lycoming	5
Bradford	2	Mifflin	4
Bucks	20	Monroe	9
Cambria	22	Montgomery	49
Carbon	11	Montour	1
Centre	1	Northampton	19
Chester	20	Perry	1
Clearfield	3	Philadelphia	498
Columbia	5	Schuylkill	31
Crawford	1	Snyder	1
Cumberland	2	Somerset	7
Dauphin	11	Susquehanna	2
Delaware	77	Tioga	2
Erie	4	Union	2
Fayette	2	Venango	1
Franklin	1	Warren	1
Fulton	2	Wayne	1
Huntingdon	2	Westmoreland	5
Indiana	5	Washington	5
Jefferson	5	Wyoming	1
Juniata	1	York	6
Lackawanna	50		
Lancaster	8		
			1152

(B) STUDENTS FROM OUTSIDE PENNSYLVANIA

California	1	Minnesota	1
Connecticut	2	Ohio	8
Delaware	3	South Dakota	1
Illinois	5	Virginia	8
Maryland	13	Washington, D. C.	5
Massachusetts	3	West Virginia	1
Michigan	3		
New Jersey	76		
New York	23	Grand Total	1305

APPENDIX J

PRIZES AND HONORS, 1950-1951

One key man award was made during the school year, to Marvin Weiss, Class of June, 1950, for the best all-around record in scholarship, athletics, citizenship, and extra-curricular activities.

The bronze Schoolboy Medal, awarded by the General Alumni Society of the University of Pennsylvania for high attainment in scholarship, character, and school activities, was presented to Richard R. Riday.

The scholarship awards to the student in each graduating class with the highest scholarship standing for the last two High School years, were presented by the Girard College Alumni Association as follows:

September—Marvin Weiss, Class of June 1950—Watch

February—Ronald T. Althoff, Class of January 1951—Typewriter

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

1. Bruce C. Spragg	\$7.00
2. Michael Roman	\$5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "How I Can Improve Girard College" by students of the Second High School year, were awarded in September as follows:

1. Hugh F. Cline	\$6.00
2. Robert F. Englehardt	\$4.00
3. Larry T. Berge	\$2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

1. Pasquale Profeto (Patternmaking)	\$7.00
2. Robert S. Owens (Drafting)	\$5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in typewriting, were awarded in September as follows:

1. Ronald Althoff	\$7.00
2. John P. Sawicki	\$5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

1. Richard H. Gebelein	\$10.00
2. Frederick A. Ursino	\$7.00

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term was awarded as follows:

September—Merchant Hall	Average 2.02
February—Bunker Hall	Average 2.06

A special prize, consisting of \$5.00 cash and a bronze Lincoln medal, the type issued to members of the G.A.R. after the Civil War, was awarded by Mr. Robert Bowen, '94, to George S. Dornbach, Class 6B-1, as the student of the Fifth and Sixth Grades producing the best essay on the life of Abraham Lincoln.

The William H. Hoyt, Jr., ('38) and Robert M. Hoyt ('39) Memorial Prizes, established by the mother of these two Gold Star Alumni, who died in service in World War II, were awarded to the two commercial students of the graduating classes ranking first and second respectively in their commercial work during the last two high school years.

September Awards

1. Robert E. Drawbaugh	\$7.50
2. Marvin Weiss	\$5.00

February Awards

1. Ronald T. Althoff	\$7.50
2. Frank H. Schlechtweg	\$5.00

Through the interest and good offices of the son of Mr. Charles W. Lawser, '88, deceased, the Charles W. Lawser Prize, awarded each term to the student of the Junior Classes in the Machine Shop or other trade vocational work who made the best record for development of mechanical skill and the habits and attitudes desirable in a good workman, was continued and the following awards were made:

September—Daniel J. Astolfi	\$5.00
February—Robert H. Kase	\$5.00

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

September—Downey D. Hostet	\$5.00
February—Kenneth J. Mazak	\$5.00

The Sherwood Githens prizes, established by bequest of Mr. Sherwood Githens, '96, for students of the graduating classes who have done outstanding work in public speaking, were awarded as follows:

September Awards

Robert E. Drawbaugh	\$7.00
Edward Reynolds	\$3.50

February Awards

Richard L. Conner	\$7.00
Joseph McDevitt	\$3.50

The Girard Ginger Association prizes for the best all-around scouting records, including living of the scout oath and law, advancement, and leadership, were awarded as follows:

September Awards

1. Donald B. McGhee	\$5.00
2. Robert M. Newlin	\$3.00
3. John W. Davis	\$2.00

February Awards

1. Carl Havira	\$5.00
2. John W. Davis	\$3.00
3. Harry E. Price	\$2.00

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

June, 1950—Company C

January, 1951—Company B

Special prizes were also presented by the College to Cadets or meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. Robert E. Drawbaugh, Company C, Gold Medal
2. Charles H. Peters, Company D, Bronze Medal

February Awards

1. Joseph McDevitt, Company B, Gold Medal
2. Michael Roman, Company C, Bronze Medal

To the Cadets ranking first and second in individual drill:

September Awards

1. Robert B. Hennessy, Sergeant, Company D, Gold Medal
2. Stanley F. Hughes, Private, Company B, Bronze Medal

February Awards

1. Dale F. Heffner, Private, Company C, Gold Medal
2. Charles Mangione, Private, Company C, Bronze Medal

The Joseph G. Simcock Prizes, awarded to the two members of the Junior-two Classes for greatest proficiency in the heat treatment of steel, were presented in September as follows:

1. Joseph A. Riley \$5.00
2. Darrell E. Bankes \$3.00

Prizes presented by the College for proficiency in manual arts:

September Awards

- | | |
|--|--------|
| 1. Joseph J. Swartz, books to the value of | \$5.00 |
| 2. William G. Smeader, books to the value of | \$3.00 |

February Awards

- | | |
|--|--------|
| 1. Theodore E. J. Breault, books to the value of | \$5.00 |
| 2. William J. Stalford, books to the value of | \$3.00 |

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Ronald Althoff, Edward Ambrose, William Stanley Cover, Denis Damian Deegan, Robert Eugene Drawbaugh, James Edward Falen, Karl Anthony Giulian, Arthur Elfring Higinbotham, Elden Blaine Kunkle, Gerald George Lashendok, Michael David McGee, Francis Clay McMichael, Joseph Alfred Riley, Sylvester Anthony Suravitch, Marvin Weiss.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Kenneth Walter Brown, Joseph Camperson, James Gerald Deegan, John Francis Donahue, James Linn Graham, Eugene Gilman Halpern, Howard Kaplan, Millard Logan, Alexander Henderson Newlands, Earl David Nordberg, James Joseph O'Neill, Gerald Saulino, John Philip Sawicki, Edgar Alfred Smith.

APPENDIX K

GRADUATES

Following are the names of those who graduated from the College in 1950:

Class of January 1950

Walter Raymond Anderson	Ronald Griffith Lloyd
John Charles Baird†	Daniel Lang Lynch*†
Stephen Joseph Barbera	Andrew Machowski
Joseph Choclos	James Leo McMullen*
James Francis Costello	Lewis Harold Mengle
Robert Thomas Criscuolo	Judson Noel Leonard Meulstee
Anthony DeFrancisco	Charles Lewis Muhlbauer
Joseph D'Ermilio	George Edwin Murray
Gustavo Domenic DiLauro	Robert Natale Parella
Joseph Nicholas DiRenza	Frank Paulsen
Daniel Shadrach Dodd†	Fred Robert Petrone
George Duncan Dowden	Joseph Michael Phillips
David Allen Downing	Michael Jesse Pinto
Pasquale Feudo	Reuben Ronald Podolsky
Harry Edward Floyd	James Robert Robinson
Russell Francis Floyd	Nicholas Louis Rock*
John Adam Furry*†	William Joseph Rothman
Glenn David Gober	Harold Dean Saulsberry*†
William Bowen Heacox	John Benjamin Schiech
George Davis Hopkins*	Robert Morris Speca
Richard Carl Hutchinson	Edward Suarez
Thomas Wright Jackson	John Vincent Thompson
Daniel Gwilym Jones	Barton Dean Uplinger
Edward Samuel Jones	James William Wagner
Thomas Ent Keller	Lee Allen Weaver
John Joseph Kelly	Howard Ronald Whitebred
David Morgan Klenk	Kenneth Nicholas Wilhelm
Robert Paul Klingerman	Darrold Glenn Williamson*
David Lindsey Kurtz	Duaine Charles Williamson
Richard Howard Lightkep*	Joseph Philip Yates

*Member of the National Honor Society

†Distinguished in one or more departments

Class of June 1950

Robert Karl Albright	Paul Edward Metroka
John Richard Allen	James Robert Miller
Nicholas Arcari	Bernard John Narolewski
Sylvanus Harris Beahm	Harry Francis Naughton
Edward Beitel	Philip Pomeroy Newlyn
Lewis Francis Benton	Edward Albert Otto
Kenneth Allen Beynon	George Allen Ounan
Girard Salvadore Cusatis	Robert Silas Owens*†
Glen Richard Davis	Anthony Albert Pellegrino
Gerard DePietro	Charles Howard Peters
Delbert Dougallo	David Jay Pivar
Robert Eugene Drawbaugh*†	Pasquale Profeto†
Theodore Scott Dunkle	Edward Reynolds*
Donald Ralph Eberhart	Benjamin Rosen
Thomas Francis Flynn	William Schoel
Arthur Daniel Gallagher	Henry Foster Smallacombe
Robert Edwin Gaughan	Bruce Campbell Spragg*
Richard Harry Gebelein†	Daniel Stella
Ronald Edward Gerhart	William John Stratton*
George Golias	Anthony Suppa
Earl Kenneth Guiles*†	Frederick Alfred Ursino
Daniel Halchak	Norman Charles Waite
Nevin Brant Hallacher	Anthony Watka
William John Heider*†	Allan Lewis Watkins*
Raymond Clemmer Hill	Lester Robert Watkins
Lowell Beckham Jackman	Marvin Weiss*†
Francis Koprivnikar	Bernard Yauchuczek
Emmett Mario†	John Yohey

*Member of the National Honor Society

†Distinguished in one or more departments